

How “globalized” are our lives?

Critical Challenge

Critical questions

- A. Rate the relative level of globalization of selected contemporary events.
- B. Which category of typical activities (i.e., social, political/legal, environmental, or economic) is most globalized?

Overview

In this two-part introductory challenge, students learn to recognize the complexity and widespread incidence of globalization. Students begin by sorting newspaper articles according to the level of international activity they contain. Students examine definitions of globalization and develop criteria for distinguishing globalization from events and issues that are merely international or domestic in scope. They place various hypothetical scenarios along a continuum representing global connections. In the second part, students consider everyday events in their own lives and look for evidence of globalization in these activities. They rate the extent of globalization in four categories of activity—social, political/legal, economic, and environmental—as a way to determine which of these categories is most globalized.

Objectives

Broad understanding

Many activities in our daily lives are globalized to varying degrees.

Requisite tools

Background knowledge

- knowledge of events in the world and in student’s lives that have international connections
- knowledge of the meaning of globalization



Criteria for judgment

- criteria for a globalized event or issue (e.g., involves other countries, creates dynamic interactions, blurs national boundaries)



Critical thinking vocabulary



Thinking strategies

- continuum
- rating scale
- data chart



Habits of mind



Suggested Activities

Pre-planning

Decide on topics and approach

- Select the topic or topics that students will examine in their study of globalization. These may be drawn from the five topics supported in this print resource (catastrophic diseases, water use, food supply, human migration, and communication), the three topics supported on the TC² website (disaster relief, culture, and environmental protection), or other topics you choose. You may want to involve the entire class in an examination of a common topic or invite students, individually or in groups, to work on a variety of topics.

Gather newspapers

- In Session One, students examine the contents of various sections of a daily newspaper. If the newspaper has five sections, then approximately three complete newspapers will be needed for a class of 30 students.

Session One

Blackline Master #1

Examine newspapers

- This activity is the first of several tasks intended to develop student awareness of the myriad ways in which society and their own lives are globalized. You may skip some of these activities if students already understand that many everyday events are linked to each other globally. Distribute one section of a daily newspaper to each pair of students. Instruct students to skim the articles appearing on the front page and sort them into two categories:
 - **domestic events:** articles that describe events or issues that concern only Canada;
 - **international events:** articles that describe events or issues with international implications.

Invite students to share their findings and list the two sets of topics on the chalkboard. Point out that the international topics may involve just a few countries or they may have global implications.

Introduce globalization

- Introduce the concept of “globalization”—the process by which human activities are becoming increasingly global in scope. According to Nayan Chandra, the term was first coined in 1962. *The Economist* calls it “the most abused word of the 21st century.” Invite students to share any ideas about globalization that come to mind. After some discussion, ask whether “globalization” has the same meaning as “internationalization.” Can an event be international but not global in scope? (Is going to visit a cousin south of the border an example of globalization? What about the prime minister attending the funeral of a foreign dignitary?) Try to stimulate uncertainty in students’ minds about when an event or phenomenon has become globalized. Ask students to identify which of the newspaper articles they listed as international are also global in scope.



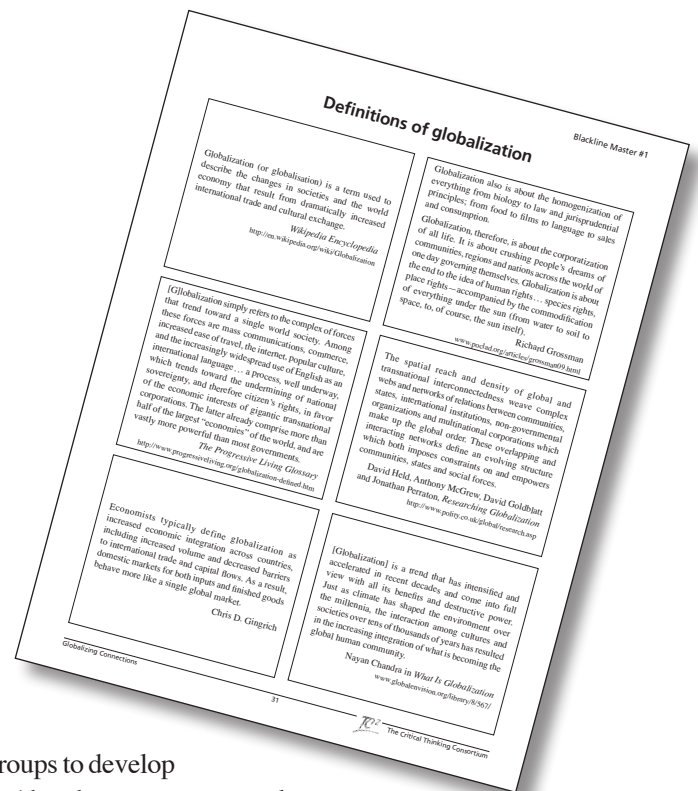
knowledge of
globalized events

Explore definitions of globalization

- Distribute to each group of three or four students an envelope containing the various comments about globalization found on *Definitions of globalization* (Blackline Master #1) or that you have assembled from elsewhere. (A Google search of “globalization” generates millions of references.) Invite students to determine whether each statement reflects a positive, negative, or balanced (neutral) view of globalization. Ask students to highlight words or phrases that describe globalization and its implications—both positive and negative. Arrange for students to discuss their observations about the scope and nature of globalization initially with others in their group and then as a whole class. Help students see globalization as a vaguely defined, controversial phenomenon that presents a range of opportunities and challenges.



meaning of globalization



Agree on a balanced definition

- Ask students to work in their groups to develop a balanced or neutral summary (that does not presume globalization is inherently desirable or undesirable) of the key elements, aspects, or features of globalization. As a class, reach consensus on the defining features of globalization that you will use for the remainder of the unit.

Present the first critical challenge

- Distribute to each group of three or four students cut-out sets of *Scenarios—Law and order* (Blackline Master #2) and a ledger-sized copy of the continuum found on *Sphere of involvement* (Blackline Master #3). Present the critical task:



continuum

Rate the relative level of globalization of selected contemporary events.

Ask each group to arrange the six scenarios along the continuum according to the degree of domestic/international involvement. Invite members from each group to indicate to the class where their group placed a particular event using an overhead transparency of the continuum or an enlarged version drawn on the chalkboard. Depending on their level of awareness, some students will see global implications in what appear to be purely domestic issues to other students. The point of this initial sorting of events is to help students recognize that globalization is not all or nothing—but a matter of degree—and international connections are not necessarily obvious or explicit.

Scenarios—Law and order Blackline Master #2

Law and Order 1 A person sneaks across the border from Canada into the United States, commits a crime and returns without ever being caught.	Law and Order 4 A person who moved to the community 20 years ago from another part of Canada robs a local grocery store.
Law and Order 2 A person robs the local grocery store using a gun that was purchased legally in Canada, but originally manufactured in the United States.	Law and Order 5 A person commits a crime in another country, returns home to Canada and is arrested under an international agreement authorizing home countries to prosecute certain crimes domestically to avoid the problems of trying to bring the person to justice in the foreign country.
Law and Order 3 An international criminal court is authorized to bring persons to trial for war crimes committed in any country that has signed the treaty to establish the court. Some of the world's major powers don't sign the treaty.	Law and Order 6 Several countries assemble for a conference to coordinate a task force to address the problem of the trafficking in illegal drugs between their countries.

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Sphere of involvement Blackline Master #3

Domestic

Local

National

Bilateral

International

Global

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**Develop criteria
for “globalized”**

- Use the discussion of students’ placement of the scenarios to help them identify indicators or criteria for recognizing an event as “globalized.” In addition to the scenarios, draw students’ attention to the newspaper articles and their definitions of globalization. Invite them to suggest three or four essential features or characteristics of globalization. You may want to add to or modify the list, but for the rest of the unit we will focus on three features of a globalized phenomenon:

- *involves multiple countries*: has implications either directly or indirectly for a number, if not many, countries or regions;
- *creates dynamic, multifaceted interactions*: leads to an interaction of interdependent forces that often have implications for other aspects of society; these implications are difficult to control or predict;
- *has supranational implications*: blurs national boundaries and sovereignty to some degree.

Encourage students to review their decisions about the extent of globalization of the hypothetical scenarios and the newspaper events in light of these criteria.

**Identify evidence
of globalization**

- As illustrated below, list the three recommended criteria and other suggested indicators of globalization across the top of on an overhead transparency or chalkboard. Next to the list, write “buying a pair of Nike sports shoes” and ask students to share ideas about how each indicator or criterion of globalization might be present in this activity:

- How does buying Nike sports shoes have implications for multiple countries?
- In what ways does it represent multifaceted interactions?
- In what ways might it blur national boundaries?
- How might other indicators of globalization be present?

Repeat this process with several other examples drawn from typical student activities or from previously identified events.

Extent of globalization

	multiple countries	dynamic, multifaceted	supranational power	other indicators of globalization
<i>buying a pair of Nike sports shoes</i>	<i>Nike produces and markets in many countries around the world</i>	<i>Nike factories brings jobs and social services to poor com- munities; international boycotts have been organized</i>	<i>Large multi- national com- panies often play one nation off against the other; inter- national labour standards</i>	



*criteria for
globalized*

Sort additional scenarios

- **OPTIONAL:** If students struggle to recognize the global implications of their activities, repeat this activity with the second set of six hypothetical events found on *Scenarios—Buy and sell* (Blackline Master #4). In addition, or as an alternative, invite students to cut out the titles of the newspaper articles they examined earlier and arrange them along the domestic/international continuum. Arrange for students to share their conclusions with others in the class.

Blackline Master #4

Scenarios—Buy and sell

Buy and Sell 1 A large multinational company approaches several countries seeking guarantees and incentives before deciding where to locate a proposed new plant.	Buy and Sell 4 A world famous rock star is hired to be the spokesperson for a new product that the manufacturer hopes to sell in many countries.
Buy and Sell 2 A person robs the local grocery store using a gun. Thousands of concerned citizens from around the world use the internet to organize a boycott of products manufactured by countries involved in hunting whales.	Buy and Sell 5 The Canadian government agrees to limit lumber exports to the United States as a result of claims that Canada is unfairly dumping wood products in violation of an international agreement.
Buy and Sell 3 A local farmer lowers the price charged for vegetables because of the availability of similar produce imported from another country.	Buy and Sell 6 An oil refinery in the southern United States is damaged in a violent storm, resulting in increased gas prices at service stations across Canada.

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Session Three

Blackline Master #5

Explore globalization in students' lives

- Invite students to explore how many aspects of their own lives seem to be globally connected. Ask students to identify typical activities undertaken by a teenager (e.g., eating food, surfing the internet, listening to music, using electronics, taking part in or watching sports, and using various modes of transportation). List their responses on the chalkboard. As a class, look for global connections in these activities (e.g., consider the country of origin of their clothing, the creators of the music they listen to, or the content of programs they watch).

Introduce typical activities assignment

- Distribute a copy of *Typical activities* (Blackline Master #5A-B) to each student. Ask students to read each of the commonplace activities listed on these sheets and to consider and record the possible global implications of each. Alternatively, you may prefer that students create their own list of typical activities. In this case, invite students over the next several days (or overnight in consultation with their families) to identify five typical activities for each of the four categories (economic, social, political/legal, and economic) and to think of and list

Blackline Master #5A

Typical activities

Name: _____

Social	Activity	Possible global connections
	Watching a feature movie on television	
	Going to a major league or high profile sports event	
	Downloading music on-line	
	Using a science textbook	
	Using Facebook or YouTube	

Political/legal	Activity	Possible global connections
	Watching the CBC national news	
	Signing a petition about superstores in the community	
	Getting a passport	
	Raising money to support an international human rights group	
	Writing a letter to the prime minister about global warming	

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data chart

Assemble evidence of globalization

global implications. To help students understand these categories, invite them as a group to divide the list of activities reported on the chalkboard among them:

- **social:** dealing with interactions among people and actions of a social or cultural nature, including meeting with or contacting friends, entertainment, athletics, music and dance, and studying in school;
- **political/legal:** dealing with family or civic rules or laws, enforcement, policy making (at any level from school to government), world affairs (e.g., discussion of news events), and basic rights;
- **environmental:** dealing with the impact of humans and nature on the land, atmosphere, and water, including weather, pollution, and recycling;
- **economic:** dealing with the buying and selling of goods and services, including shopping online or in person, using or wearing consumer products, watching pay-for-view television, and eating at a restaurant.

- Direct students in small groups to consider one of the four categories and look for evidence of globalization in the five typical activities listed, as was done with the Nike example. Ask students to record their evidence in the relevant box on Blackline Master #5. Encourage students to use the internet or other resources to identify evidence of globalization for the activities in their assigned category.

Session Four

Blackline Master #6

Introduce the second critical challenge

- Before students present their finding to the class, introduce the critical question:

Which category of activities (i.e., social, political/legal, environmental, or economic) is most globalized?

Ask students to summarize the evidence from each of the groups in the relevant box on a copy (enlarged to ledger size 11x17) of *Extent of globalization* (Blackline Master #6). Instruct students to use the identified evidence to rate the extent of globalization for each dimension using the five-point scale (0 to 4) found on Blackline Master #6. The dimension with the highest score suggests that this category is the most globalized. Encourage students to support their assigned ratings.



rating scale

Blackline Master #6

Find evidence for each indicator and then rate how extensively it is globalized using the following scale:

Extent of globalization																								
0	1	2	3	4																				
not at all globalized	very slightly globalized	somewhat globalized	significantly globalized	thoroughly globalized																				
<p>Indicators of globalization</p> <table border="1"> <thead> <tr> <th>involves multiple countries (directly and indirectly)</th> <th>creates dynamic, multifaceted interactions</th> <th>has supranational implications</th> <th>other indicators</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					involves multiple countries (directly and indirectly)	creates dynamic, multifaceted interactions	has supranational implications	other indicators																
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Economic	Environmental	Political/legal	Social																					
0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4																					

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- Invite students to share their findings and discuss the ways in which globalization affects their own lives.

Evaluation

Blackline Master #7

Assess students' recognition of globalization

- Assess students' ability to detect evidence of globalization using the rubric found in *Assessing recognition of globalization* (Blackline Master #7).
- Use the first criterion to assess students' placement of the scenarios along the globalization continuum as recorded on *Sphere of involvement* (Blackline Master #3).
- Use the final two criteria to assess students' ability
 - to identify evidence of globalization for the assigned category as recorded on *Typical activities* (Blackline Master #5);
 - to rate the extent of globalization for each category as recorded on *Extent of globalization* (Blackline Master #6).

Name: _____

Use the following rubric to assess students' placement of the scenarios along the globalization continuum.

Blackline Master #7

	Outstanding	Very good	Competent	Satisfactory	In progress
Proposes plausible locations along the continuum	The assigned locations on the continuum are all highly plausible and the reasons for the placements are very clear.	The assigned locations on the continuum are generally very plausible and the reasons for the placements are clear.	Most of the assigned locations on the continuum are plausible and generally clear reasons are offered for the placements.	Most of the assigned locations on the continuum are somewhat plausible and some clear reasons are offered for the placements.	The assigned locations on the continuum are generally implausible and no clear reasons are offered for the placements.

Use the following rubric to assess students' accumulation of evidence and how well the ratings they assigned were supported by this evidence.

	Outstanding	Very good	Competent	Satisfactory	In progress
Identifies accurate and important evidence	Accurately identifies the most relevant evidence of globalization for the assigned category.	Identifies accurate evidence of globalization for the assigned category, including most of the important information.	Identifies some relevant evidence of globalization for the assigned category, but important information is omitted or inaccurate.	Identifies some relevant evidence of globalization for the assigned category, but the most important information is omitted or	Identifies no relevant or accurate evidence of globalization for the assigned category.
Offers plausible ratings	The ratings of the extent of globalization for all categories are highly plausible and fully justifiable in light of the evidence.	The ratings of the extent of globalization for all categories are clearly plausible and justifiable in light of the evidence.	The ratings of the extent of globalization for the categories are generally plausible and somewhat justifiable in light of the evidence.	Most of the ratings of the extent of globalization for the categories are plausible, but are barely justifiable in light of the evidence.	The ratings of the extent of globalization for the categories are implausible and not justifiable, given the lack of evidence.

Globalizing Connections

28

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